



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

CURRENT EDUCATIONAL WRITINGS

I. RECENT PUBLICATIONS IN THE FIELD OF SECONDARY-SCHOOL ADMINISTRATION

FRANKLIN W. JOHNSON

Principal of the University of Chicago High School

At any period in the history of education those who have been responsible for the work of the schools, teachers, and administrators alike, have found justification for current practices in sanctions which have become outgrown. In methods and subject-matter of instruction, as well as in forms of school organization, custom has been largely the determining factor. The aristocratic tendencies in European secondary education controlled the early secondary schools in this country and gradually became dominant in the academy and later in the high school. The rapid expansion of our population and the development of new social and industrial classes with new trades and professions have created for the schools the imperative need for radical readjustments to meet the changed social conditions. That we are undertaking to meet the situation is seen in new types of organization like the junior high school and the junior college, in industrial education either in separate schools or as a part of the work of the cosmopolitan high school, in the widespread interest in more efficient methods of instruction, particularly in what is called supervised study, and in the introduction of new material of instruction or the radical reorganization of the older material in such new forms as general science, community civics, and combined or correlated mathematics.

In the present unsettled condition there is extreme danger that those who are in charge of the schools will not have clear ideas as to what it is all about and that the immediate result will be a state of confusion which will give considerable comfort to the conservatives, who may be counted on to make the most of their opportunities. What we need at this juncture is a clear statement of the aims that underlie the changes that are taking place. Dr. Snedden's *Problems of Secondary Education*¹ is a forceful and comprehensive statement of these aims. Not the least interesting part of this book is the introduction by Mr. Cubberley, editor of the "Riverside Textbooks in Education," a series of which this is the last book published.

For the sake of securing a more direct and more personal approach to the problems under consideration the author has arranged his material in the form

¹ David Snedden, *Problems of Secondary Education*. (Riverside Textbooks in Education.) Boston: Houghton Mifflin Co. Pp. 333. \$1.50.

of letters addressed to the various types of teachers or administrators directly or indirectly associated with the work of secondary education. These letters are addressed to a university president, a college professor of education, and the chairman of a committee on college admissions, to a superintendent of schools, an assistant superintendent in charge of vocational education, and to the principal of each of the following types of schools: a general high school, an industrial school, an agricultural school, a commercial high school; to a conference of secondary-school teachers; to a teacher of each of the following subjects—Latin, modern languages, English, history, social science, physics and chemistry, biology, general science, music and art, home economics, physical training; to a committee appointed to investigate and report on current criticisms of high-school mathematics; and to a superintendent as chairman of a committee to consider the matter of developing the junior high school.

In these twenty-five letters the author scrutinizes the current methods and material employed in our schools against the background of their social usefulness for men and women of the present time. Social usefulness as considered by the author represents no narrow utilitarian aim. It includes, not merely the "ability to do, to execute, to construct," but also the "ability to discriminate, to choose, to appreciate, and, in the broad sense, to utilize."

In general, the author does not undertake to state dogmatically the methods by which the aims are to be secured in the wide field which his letters cover; instead he contents himself with raising vigorous and stimulating questions, the solution of which he leaves to those who are assumed to be specialists in their various fields, pointing out the direction in which future progress must probably be made. And yet there are numerous definite suggestions for improvement. For example, in his letter to a teacher of English, after pointing out the fact that the twelve to fifteen million dollars spent annually in teaching English in our high schools places upon English teachers the necessity of demonstrating "to a greater extent than seems now practicable, the effectiveness of the means and methods which they employ," he suggests that literature and expression should be taught separately and by different teachers. In addition to the teaching of oral and written expression, the latter of which has received the lion's share of attention, he suggests that training be given in the technique of effectively listening to, or hearing, English as spoken or read, in silent reading, and in oral reading.

The letter to a teacher of social science is peculiarly interesting and stimulating. He suggests for the second high-school year a course in social science, including history, divided under these heads: "(a) project problems, in which the learner will be expected to have experience in active participation, which he can describe and interpret; (b) observation problems, where the learner can have facilities for concrete observation, and where, as a result of such observation coupled with reading, he will describe and interpret for the class; and (c) reading problems and studies, in which the learner will have to obtain most of his information from reading and analogous sources, interpret-

ing this as best he can for the class." Definite lists of type problems falling under each head are given which leave no doubt in the reader's mind as to the superiority of such a course, from the point of view of the interest and social usefulness to the pupil, over the formal courses in history which still prevail in our schools.

Physical training in high school has included little except training teams consisting of a few already well-developed boys for athletic contests with similar teams from other schools. The letter to a teacher of physical education proposes "instruction in hygiene and systematic oversight of physical development and training as a condition of living and working under modern conditions." If the school is consistent with its aim to make the pupils socially useful and efficient, our conception of physical training must be greatly expanded. This letter contains an outline of fifteen recommendations made by the author to the Massachusetts Commission on Military Training and Reserve which are of timely interest in connection with the present discussion of military training in the high school.

Mr. Snedden's book is a most stimulating contribution to educational literature. It is to be hoped that many of his suggestions will be put to the test of experience by teachers and administrative officers in our schools.

Three persons have to do with the administration of a public school—the classroom teacher, the principal, and the superintendent—each of whom contributes his share to the common enterprise. Under the head of classroom management there is an abundant literature dealing with the work of the classroom teacher. Ellwood P. Cubberley's *Public School Administration*¹ deals with the work of the superintendent. A later volume of the series on the *Organization and Administration of the School* will deal with the functions of the principal. It is proposed to add still another volume on the *Supervision of Instruction*. If the present volume furnishes basis for judgment these books will furnish quite the most complete and adequate treatment of the problems of school administration available for school officers.

The book treats the subject under three general heads: outlines of state educational organization; the city school district and its problems; and city administrative experience applied. Under the first of these heads the author discusses the evolution of the various existing forms of organization in six chapters: origin and development of schools; state authorization and control; state organization; county organization; town, township, and district organization; the city school district.

Part II, dealing with the practical problems of city school administration, is likely to prove most interesting and valuable to the superintendent. In this the author treats in a concrete and vigorous manner the functions of the

¹ Ellwood P. Cubberley, *Public School Administration*. (Riverside Textbooks on Education.) Boston: Houghton Mifflin Co. Pp. 479. \$1.75.

superintendent in relation to the various parts of the school organization: the school board; the teaching corps; the departments in charge of health, attendance, and business.

To the young man who aspires to the superintendency the two chapters on the superintendent and his work will be found most interesting, and, if the suggestions of the author are followed, will prove a valuable aid to success. After discussing the training necessary for the position, he gives the following as among the personal qualities necessary for a superintendent:

While good training and experience are of fundamental importance to the man who wishes to prepare for educational leadership, certain personal qualities must be added to both if any large success is to be achieved. The man who would be a superintendent of schools—the educational leader of a city—must be clean, both in person and mind; he must be temperate, both in speech and act; he must be honest and square, and able to look men straight in the eye; and he must be possessed of a high sense of personal honor. He needs a good time-sense to enable him to save time and to transact business with dispatch, and a good sense of proportion to enable him to see things in their proper place and relationship. He must have the manners and courtesy of a gentleman, without being flabby or weak. He must not be affected by a desire to stand in the community limelight, or to talk unnecessarily about his own accomplishments. He must avoid oracularism, the solemnity and dignity of an owl, and the not uncommon tendency to lay down the law. A good sense of humor will be found a means of saving grace here, and will many times keep him from taking himself too seriously.

The work of the superintendent is discussed under three heads: as an organizer, as an executive, and as a supervisor; and the danger of overemphasizing any one of these to the neglect of the others is pointed out. The importance of the use of tests of the results of school work is emphasized in the training of the modern superintendent.

The chapter on "Functions of School Boards" might be commended to the careful reading of members of legislatures and city governments who cannot see to what extent the schools are rendered inefficient by the meddling control of large school boards. He says:

A city school board composed of a machinist, a retired gentleman, a grocer, a shoe clerk, a real estate agent, a druggist, a lumber-yard foreman, a hotel-keeper, an old and busy lawyer, a bookkeeper, a young lawyer without much business, and a banker might be considered to be a board of the better type. . . . If, in place of five of the better members of the board described above, we substitute a teamster, a blacksmith, a saloon-keeper, a young politician with little or no visible means of support, and a crank with an educational hobby, as often happens as a result of city elections or appointments by mayors, we get a combination which is likely to do much to destroy the efficiency of a school system by turning it into a city patronage department and by attempting to perform almost every technical and professional function which a school board should leave to experts to perform.

Having considered in detail the principles underlying the organization and administration of city school systems, in Part III the author applies the results

of the best administrative experience to the problems involved in the organization and administration of public education in the county and the state. To make adequate provision for rural and village education he recommends the "subordination of the district system and probably, in part, the township system also; the erection of the county as the unit of school organization and administration, cities under city superintendents of schools being exempted from the county organization; and the complete elimination of party politics from the schools."

In his introduction the author expressed his purpose "to avoid the production of a book of mere facts and figures" and also to avoid the defects of most writers on administration who present such a nice balancing of arguments as to make their books practically colorless. In both respects he has succeeded notably. Facts and figures there are in abundance, but they are always used to support the conclusions which are stated with such definiteness as to leave no one in doubt that they represent the author's genuine convictions. In addition to the interest in the subject-matter itself, the clear and often graceful style in which it is expressed adds greatly to the pleasure of the reader.

It is no longer necessary to convince school men that there is much waste in our secondary education. We are familiar with the fact that at the age at which our high-school graduates enter college the German boy has completed the equivalent of the two years of our junior college work. The six-six plan attempts to remedy this loss on the side of organization. Supervised study attempts to seek a remedy on the side of instruction. School administrators who are interested in securing economy—and who are not?—will profit by reading Mr. Russell's *Economy in Secondary Education*.¹ Basing his discussion on analysis of the German and French systems, the author proposes as means for securing economy a longer school day and year, a clearer articulation of the elementary and high schools, the adoption of some phase of the French cycle system by which those who drop out of school may have introduction to the essential elements, the elimination of useless subject-matter and improved methods of instruction.

One of the essential characteristics of a democratic form of society is the opportunity and incentive which it affords for the fullest development of the individual in the direction of his natural interests and abilities. Our schools, one of whose important aims we have claimed to be the preparation for effective citizenship, have been peculiarly inconsistent in that, as regards both organization and instruction, they have treated pupils as if they were all alike. The investigations of Thorndike and others have shown that one of the most

¹ William F. Russell, *Economy in Secondary Education*. (Riverside Educational Monographs.) Boston: Houghton Mifflin Co. Pp. 74. \$0.35.

impressive facts about the groups of children in our classrooms is the wide differences in natural interests and abilities which they present. The two topics which have been most widely discussed in our educational journals of late have had their origin in this doctrine of individual differences. The junior high school attempts, among other things, to deal with the problem on the side of organization, supervised study on the side of classroom method.

Among the abundant material on the junior high school may be mentioned an article on its administration by Charles H. Johnston¹ in *Educational Administration and Supervision*, which contains a valuable bibliography of discussions and reports. Another paper by the same author is found in the *Journal of the National Education Association*.² Thomas H. Briggs of Teachers College, New York, has discussed the subject in his chapters on Secondary Education in the annual reports of the Commissioner of Education for the last three years. The forthcoming bulletin on the junior high school which Mr. Briggs is preparing for the General Education Board is awaited with interest. Bulletin No. 1, Vol. XI,³ published by Middlebury College, Vermont, is an outline of a course on the junior high school given in that institution by Mr. Frank E. Howard, containing a discussion of the defects of our present system, the advantages of the junior high school, notes on the course of study, and a selected bibliography. Perhaps the best available statement of the courses offered in the junior high school is that contained in the *Hand Book of the Detroit Junior High Schools*.⁴

One who examines the growing mass of material on this subject can have no doubt of the widespread interest in this new form of organization which is rapidly being adopted in every part of the country; nor can one avoid a feeling of apprehension that the movement in the direction of changes in administrative form will outrun the changes in organization of materials and methods of instruction which are essential to the ultimate success of the junior high school.

The selective function of the high school by which the pupil has been enabled to discover the lines of his greatest interest has been long emphasized in educational discussion. The fallacy has been that a large number of pupils have never entered the high school at all, and that for those who have entered there has been too little time to secure mastery of the subjects which have appealed to their special interests. If the program of studies in the junior high school is made broad enough to perform this selective function two years earlier, it will be possible to arrange sequences in the different subjects long

¹ Charles Hughes Johnston, "Junior High School Administration," *Educational Administration and Supervision*, February, 1916, pp. 71-86.

² Charles Hughes Johnston, "The Junior High School," *Journal of the National Education Association*, I, 145-51.

³ Frank E. Howard, "The Junior High School," *Middlebury College Bulletin*, Vol. XI, No. I. Pp. 43.

⁴ *Hand Book of the Detroit Junior High Schools*, 1916-17.

enough to give the pupils such mastery as will greatly increase their efficiency either in higher institutions of learning or in their life-occupations.

The freedom from the formal requirements of time and textbook which the unit definition has imposed upon the four-year high school will offer wider opportunity for the much needed attention to the study habits of pupils. This movement already well under way in the existing high school, if extended to the seventh and eighth grades, should go a long way in the elimination of the waste which has marked the period of secondary education. Interest in the improvement of the methods of study of high-school pupils has been rapidly increasing and has resulted in many experiments generally spoken of as supervised study. Mr. Hall-Quest has performed a considerable and laborious service in collecting the scattered material in the journals and in securing detailed reports of the practices in many schools about which no published material was available. This material he has published in his book *Supervised Study*,¹ from which the principal and classroom teacher may secure information as to the various methods of organization and classroom procedure employed.

In teaching effective methods of study there is great need of explicit directions which can be given concrete application in school situations. *How to Study Effectively* by Guy M. Whipple² presents such directions in a little book which has been found valuable for the purpose. Another book,³ which was prepared by Mr. Harry D. Kitson for use in classes of college Freshmen, is worthy of mention. Principal Sandwick's book,⁴ published before both of these, is designed to meet the same purpose. Several concise statements of directions for study have been prepared for the use of pupils. Among these are the *Study Helps*⁵ which have been used with good results in the High School of the University of Chicago. These are prepared with gummed backs and are pasted by the pupil inside the cover of each textbook which he uses, where they are easily available for reference whenever occasion demands.

II. BOOK REVIEWS

Applied Latin. By W. H. FREEMAN. Milton, Pa.: Weidenhamer & Co.

In the March issue of the *School Review* there appears a lengthy examination of *Applied Latin* containing hardly a single commendatory reference. It has occurred to us that the reviewer did not keep carefully before his mind that

¹ A. L. Hall-Quest, *Supervised Study*. New York: Macmillan. Pp. 443. \$1.25.

² Guy Montrose Whipple, *How to Study Effectively*. Bloomington, Ind.: Public School Publishing Co. Pp. 44. \$0.50.

³ Harry D. Kitson, *How to Use Your Mind*. New York: J. B. Lippincott & Co. Pp. 215. \$1.00.

⁴ Richard L. Sandwick, *How to Study and What to Study*. Boston: D. C. Heath & Co. Pp. 170. \$0.60.

⁵ *Study Helps*. Prepared by teachers in the University High School. Chicago: The University of Chicago Press. \$1.00 per hundred.